

NASKAH PUBLIKASI

**LEARNING STRATEGIES USED TO DEVELOP ENGLISH SPEAKING
SKILL: A CASE STUDY OF TO HIGHER ACHIEVERS AT STIKES
'AISYIYAH SURAKARTA**



THESIS

**Presented to Fulfill the Requirements to Achieve the Magister Degree in
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By

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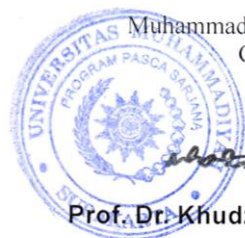
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Yulianti Erfinah

ABSTRACT

**Yulianti Erfinah. S.200070042. LEARNING STRATEGIES USED TO
DEVELOP ENGLISH SPEAKING SKILL: A CASE STUDY OF TO
HIGHER ACHIEVERS AT STIKES 'AISYIYAH SURAKARTA. A Thesis.
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This study belongs to learning strategies used by the higher achievers of stikes 'aisyiyah Surakarta to develop speaking skill. It is aimed to describe the learning strategies used to develop English speaking skill: a case study of to higher achievers at stikes 'aisyiyah Surakarta. Learning strategies to develop English speaking skill divided into four aspects. The aspects are fluency, pronunciation, vocabulary repertoire, and grammar knowledge.

This research is conducted by analyzing the data by employing the concept of Miles, Huberman and Spradley. The type of this study is case study. The subject of this study is a student of higher achievers at stikes 'aisyiyah Surakarta. The writer uses interview and observation to collect the data.

The result of analysis shows that there are four aspects, that is: (1) The learning strategies used to develop fluency there are metacognitive strategy that is organizational planning, cognitive strategy that is rehearsal, and social/ affective strategy that is self-talk. (2) The learning strategies used to develop pronunciation there is cognitive strategy that included note taking and rehearsal. (3) The learning strategies used to develop vocabulary repertoire there is cognitive strategy that included translation and note taking. (4) The learning strategies used to develop grammatical knowledge there are metacognitive strategy that is organizational planning and cognitive strategy there are note taking and translation.

Keywords: *Learning Strategy, Speaking skill, higher achievers*

1. INTRODUCTION

A. Background of the Study

New developments in educational psychology also contributed to the rise of English for Specific Purposes (ESP), by emphasizing the central importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on effectiveness of their learning. The assumption underlying this approach was that the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster.

The effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce. Previously the reasons for learning English (or any other language) had not been well defined. Knowledge of a foreign language had been generally regarded as a sign of a well-rounded education, but few had really questioned why it was necessary. Learning a language was, so to speak, its own justification. But as English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language-businessmen and woman who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their field and a whole range of students whose

course of study included textbooks and journals only available in English. All these and many others needed English and, most importantly, they knew why they needed it.

However, the English curriculum for the non-English Departments is not sufficient to prepare students to attend classes in English. The objective of the course was merely to enhance the general English proficiency of the students, not to introduce the students to aspects necessary for attending subject classes in English. Moreover, students' enthusiasm in learning English was found to be very low. Therefore, a new curriculum that could be improved the students' English proficiency and competency was needed. In addition, the curriculum had to include all important study skills in English that could mirror the real classroom activities from different subject-matter classes. In that way, students could be prepared and competent when they had to perform those study skills in English in their subjects. Students would also more motivate to learn English since they felt that they were taught what they needed.

A. Focus of the Study

Based on background of the study above, the writer is interested to observe and classify the learning strategies used to develop English speaking skill: A case study of to higher achievers of nursing student to improve their English ability. So the writer formulates the problem statement or focus of the study as the following:

1. What are the learning strategies used by the higher achievers of STIKES ‘AISYIYAH Health College of Surakarta to improve their English ability?

B. Research Questions

Based on the focuses of the study, the problems can be formulated as follows,

1. What learning strategies used to develop fluency?
2. What learning strategies used to develop pronunciation?
3. What learning strategies used to develop vocabulary repertoire?
4. What learning strategies used to develop grammatical knowledge?

C. Objective of the Study

Based on the problems statements above, the writer has the objectives of the study as follows:

1. To know the learning strategies used by the higher achievers of STIKES ‘AISYIYAH Surakarta to improve their fluency.
2. To know the learning strategies used by the higher achievers of STIKES ‘AISYIYAH Surakarta to improve their pronunciation.
3. To know the learning strategies used by the higher achievers of STIKES ‘AISYIYAH Surakarta to improve their vocabulary repertoire.
4. To know the learning strategies used by the higher achievers of STIKES ‘AISYIYAH Surakarta to improve their grammatical knowledge.

D. Benefit of the Study

The writer expects this research gives contribution for academic and practical sphere.

1. Theoretical Benefit

The writer wants to give some perspectives about learning strategies used by the higher achievers of nursing student to improve their English ability.

2. Practical Benefit

This study can contribute for the teaching learning process, especially the learning strategies used by the higher achievers of nursing student to improve their English ability.

2. RESEARCH METHOD

A. Type of Research

The type of this study is case study. Case study is concerns with an in-depth investigation into individual, group or collection of individuals which have similar attributes. It can be undertaken using a variety of data collection methodologies, but is generally concerned with developing a detailed understanding of a particular institution, individual or phenomenon (Grosvenor and Rose, 2001: 70). A case study is a kind of ethnographic research or it is a limited type of ethnography. It is similar in its philosophy, its methods, and its concern for studying the phenomena in the context (Fauziati, 2009: 256).

In this research, the writer tries to describe the learning strategies used by the higher achiever in improving their English ability. This research concerned with the situations of the subjects in improving their English ability.

B. Subject of the Study

Subject of this study are the higher achiever of third semester of nursing student in STIKES 'AISYIYAH Health College of Surakarta.

C. Object of the Study

Object of this study is learning strategies employed by the higher achiever of nursing student at STIKES 'AISYIYAH Health College of Surakarta to improve their English ability.

D. Data and Data Source

According to Hornly (1995) "data are information of facts to be analyzed, while source means a place where something comes". So, the data of this research are information taken from the higher achievers at STIKES 'AISYIYAH Health College of Surakarta. These data are usually taken from observations and interviews to the subjects of this research.

The data source is a place where the data will be analyzed. In this research the data sources are the higher achievers at STIKES 'AISYIYAH Health College of Surakarta.

E. Method of Collecting Data

The method is used to solve the problem because of this research uses case study as an approach, the writer uses some methods to collect the data such as interview and observation.

1. Interview

Interview is a dialogue done by the interviewer to get information from interviewees. The writer interviews the third semester of nursing

student at Stikes 'Aisyiyah health college of Surakarta, especially the higher achiever about their learning strategies related to improve their English ability.

The writer interviewed twice for each subject. First, the higher achiever was interviewed on October 3rd 2011 at class of Stikes 'Aisyiyah and 10th 2011 at their class. Second, the teacher, those interviews take place in the laboratory computer of Stikes 'Aisyiyah.

2. Observation

In this method the writer has done two kinds of observation. First, the writer observed the subjects in their class. The writer has done the observation in the class directly toward learning strategies used by the subjects. The writer only acted as the passive observer in the class. The writer did not interact as well as the teacher. The observation was held on October 2011 at Stikes 'Aisyiyah Health College of Surakarta. The writer only observed and took note about learning strategies used by the subjects of research in the class. They are the higher achiever of nursing class.

Second, the writer observed the subjects in their chair. She followed the subjects for many times on October 2011. She had done this observation once a week for each subject.

F. Technique for Analyzing Data

The data in this research are analyzed by using case study. The writer provides description of phenomena that occur natural without the intervention of an experiment and artificially contrived treatment.

According to Sutopo (1996: 88), there are three steps used in this model, namely data reduction, data discussion, conclusion, and verification.

1. Data Reduction

It is the process of meaning summary from the main point, arranging it and categorizing it based on its classification (Moleong, 2000: 190).

The writer categorizes data taken from the interview and observation. In this step, the writer interviewed the subjects of this research; they are the higher achiever at Stikes 'Aisyiyah Surakarta. She also held observation in the class and take notes in purpose of succeeding the data.

2. Data Display

In this step, the writer describes and discusses the finding of the research in the form of systematic classification. Therefore, it is easy to be understood and to be analyzed.

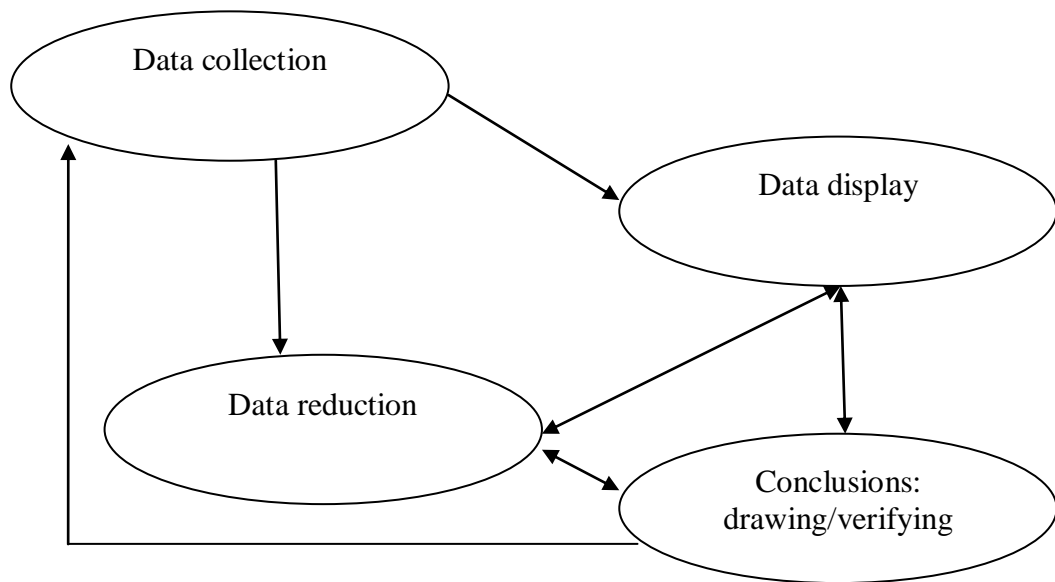
In this step, the writer tries to classify and break down the data and information that have been obtained and classified in order to analyze the data in a specific way and concern as the research in planned.

3. Conclusion and verification

The last step is making conclusion and suggestion based on the data analysis. The writer makes sum up and classifies the data that have been obtained. After that, she infers the research finding into a single overall conclusion accordingly the research data.

Miles and Huberman (1984) state that activity of qualitative analysis data doing with interactive and continuing until complete and the data until surfeited. The activities of data analysis are reduction of data, data display and conclusion drawing/ verifying.

These are the steps of the analysis:



The Chart 3.1 Data Analysis

According to Spradley, the technique of data analysis is suitable with the steps in the research. In the step of exploration is using collection data grand tour question, data analysis is using domain analysis. In the step of determine the focus of data analysis is using with taxonomy analysis. The step of selection, data analysis is using componential analysis. Next, to get the result of title is using theme analysis. The analysis data of Miles and Huberman model, those are data reduction, data display, and verification is doing in the step of research according to Spradley. (Exploration, focus, and selection) (Sugiyono, 2008: 208).

3. RESEARCH RESULT

In this step is discussion of the research result. In this teaching learning process the researcher identified some factors the strategy is using in the nursing class. Many of the student anxiety to talk English, and they have low motivation to learn English, that is why the teacher wants to improve their motivation to learn English with increasing the strategy of learning training materials. The teacher hopes this strategy to learn English can motivate the students to learn English well. There are the tables of learning strategy of speaking:

The table of learning strategies used to develop fluency

No	Strategy	Activity	example
1	Metacognitive	To try speaking English with her uncle from India.	Organizational planning
2	Cognitive	to try speaking English by singing	rehearsal
3	Social/ affective	to try speaking English with her teacher and friends.	Self-talk

The table of learning strategies used to develop pronunciations

No	Strategy	Activity	example
1	Cognitive	Students identify which words in a list (including bird, word, worm, first, etc.) have the sound /3:/ .	Note taking
		Students make stress in a phrase and sentence. They can also change emphasis and meaning.	Rehearsal

The table of learning strategies used to develop vocabulary repertoire

No	Strategy	Activity	example
1	Cognitive	Student using the first language as a base for understanding and/or producing the second language.	Translation
		Student writing down key words and concepts in abbreviated verbal, graphic, or numerical form during a listening or reading activity.	Note taking

The table of learning strategies used to develop grammar knowledge

No	Strategy	Activity	example
1	Metacognitive	Student planning the parts, sequence, main idea, or language functions to be expressed orally or in writing	Organizational planning
2	Cognitive	Student writing down key words and concepts in abbreviated verbal, graphic, or numerical form during a listening or reading activity.	Note taking
		Student using the first language as a base for understanding and/or producing the second language.	Translation

4. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding on the previous chapter about the learning strategies used to develop English speaking skill: A case study of to Higher Achiever of Nursing Student, the writer draws a conclusion as follows:

1. The learning strategies used to develop fluency.
2. The learning strategies used to develop pronunciation.
3. The learning strategies used to develop vocabulary repertoire.
4. The learning strategies used to develop grammatical knowledge.

B. Suggestion

Having concluded the result of the research which using the learning strategy to develop speaking skill in teaching learning process, the writer wants to give some suggestion as follows:

1. For Teacher

It will be easier for the teacher to carry out the steps learning strategy to develop speaking skill. The activity of teaching learning process is also more enjoyable because the students are actively involved in teaching learning process.

2. For college

- a. The college can increase the quality of teaching learning process because the interaction runs smoothly and easily when the school has some varieties of media.
- b. The college can give freedom to the teacher to design the teaching learning strategy; it will increase the teacher's creativity.

3. For other Researcher

This research is just one of the efforts to describe the learning strategy to develop speaking skill. It is expected that the finding of this research will be used as a starting point of future research on similar problem. It is also expected that other researcher be able to create learning strategy to develop speaking skill, especially in learning English.

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